

EDUCATION IS IOWA'S FUTURE

2005 UPDATE ON KEY STRATEGIC PLAN INITIATIVES AND STATE BOARD PRIORITIES

GOAL 1: All children will enter school ready to learn.

GOAL 1 INITIATIVES:

Early Childhood Strategic Team Activities 1

GOAL 2: All K-12 students will achieve at high levels, prepared for success beyond high school.

GOAL 2 INITIATIVES:

Reading Projects..... 2
Mathematics Projects – Every Student Counts..... 4
Teacher Quality..... 5
No Child Left Behind 8
Decreasing the Achievement Gap 10
Leadership Initiatives 12
Utilizing Technology to Improve Instruction 13
Focus on High Schools/Middle Schools..... 14
High School/Postsecondary Linkages 16
Student Leadership..... 17
Elementary and Secondary Funding..... 18
Statewide Student Identifier/Locator – Project EASIER Update 20
School Profiles/Reporting 21

GOAL 3: Iowans will pursue higher education that results in an improved quality of life supported by better economic opportunities through high skill employment.

GOAL 3 INITIATIVES:

Community College Accreditation 22
Community College and Career and Technical Education Professional Development 24
Community College Faculty Development Plans..... 28
Community College Funding Formula 28
Community College Management Information System (MIS)..... 29
Community College Statewide Performance Indicators..... 30
Community College Statewide Strategic Plan 31

GOAL 1: EARLY CHILDHOOD STRATEGIC TEAM ACTIVITIES

Purpose:

The purpose of the Early Learning Work Team is to mobilize resources and efforts of the Department of Education and its entities to influence early childhood: program quality, child outcomes, early care, health, and education systems development.

Activities and Accomplishments:

The Early Learning Work Team concentrated efforts on two goals for 2004-2005:

1. To provide quality technical assistance to early childhood settings in building their capacity to implement quality program standards; and
2. To participate in early care health and education system development and identify resources contributing to this system.

The first goal, *to provide quality technical assistance to early childhood settings in building their capacity to implement quality program standards* was primarily addressed by the DE receiving a three year State Improvement Grant (SIG) that was funded by the Federal Office of Special Education Programs. This grant provides funding to support systemic training and implementation of the Quality Preschool Program Standards (QPPS) for the next 3 years with funding of \$828,358. Sixty-five facilitators, representing area education agencies, local education agencies, community empowerment areas, and Child Care Resource & Referral completed QPPS training (January 2005). These facilitators will each work with 8 staff members from two community based early childhood programs over the next three years (121 programs involved). From January to March, 37 facilitators trained 203 Early Childhood staff from 63 programs. The programs completed the Self-Assessment (March 2005) and are developing a quality improvement plan (May 2005). Results of the self-assessment will be used to develop future professional development needs. Five community colleges are involved in the training and they are infusing the QPPS in their course curriculums (7 faculty trained). As of March 15, 22 courses in five community colleges have infused the QPPS into their curriculum. The colleges include: DMACC, Iowa Western, Kirkwood, Iowa Lakes, and Hawkeye.

In addition, Early Learning Work Team members have provided awareness training regarding the Quality Preschool Program Standards to 334 early childhood constituents in the field linked to the Department of Education. Groups who received information included the Early ACCESS Council, CEA contacts/coordinators, Shared Visions Administrators, AEA Early Childhood Network, Head Start Association, AEA early childhood teachers/consultants/administration, AEA Directors of Special Education, Child Care Resource and Referral directors, Iowa AEYC, Polk County Chapter of IAIEYC, Parent Educator Connection conference, and the DMACC Child Care conference.

The second goal, *to participate in early care health and education system development and identify resources that contribute to this system*, was guided by two strategies. First, relevant research-based practices were provided through the Every Child Reads Getting Ready to Read 3 to 5 Years Training. The three modules were refined and published in hard copy and electronic format to improve ease of presentation. An in-service was provided for 48 trainers who received training notebooks, CDs, and public relations materials to sustain training

statewide. Also, a research-based math conference was provided to support early care and education providers integrating math concepts in their daily curriculum. Shared Visions and Head Start teachers collaboratively attended the training to use the math concepts in their co-sponsored programs. The second strategy was to work with the Early Childhood Iowa stakeholder group to identify and improve structural components of the early care, health, and education system. Several Early Learning Work Team members attended these meetings and participated in subcommittee work to understand and integrate programs and services from the Department of Education.

The Early Learning Work Team continues to collect and analyze data connected with the Governor's 90/90 goal and the State Board of Education's indicators (example: baseline, trend data and research across NAEYC Program Standards). Data is based on the Basic Educational Data Survey (BEDS) and includes:

1. The number of Iowa school district supported preschool programs that are offered
2. The number of Iowa district supported programs that meet quality standards (NAEYC accreditation, Head Start Program Performance Standards or Iowa Department of Education Quality Preschool Program Standards)
3. The number of students (3, 4 and 5 years) with access to those programs

Results:

The Early Learning Work Team members are currently developing a plan to support and sustain implementation of the Quality Preschool Program Standards throughout the state. In the future, funding and personnel will be needed by the state to support verification that programs are meeting standards, to provide technical assistance to facilitate successful achievement of the standards, and to collect overall data to measure and report success of the Governor's 90/90 goal for early childhood. The Early Learning Work Team members continue to receive requests for the Quality Preschool Program Standards but are challenged to provide the type of quality training for implementation as provided by the State Improvement Grant. The team members continue to provide as much technical assistance as possible with other encompassing work responsibilities.

GOAL 2: READING PROJECTS

Purpose:

There are four major projects in the area of reading for the elementary and secondary levels:

Every Child Reads K-12/Statewide Reading Team (SWRT) is designed to develop and refine a professional development strategy for large-scale, building-based structured school improvement focused on accelerating the reading achievement of students in kindergarten through 12th grade, with a special emphasis on students who are experiencing difficulty and to develop the capacity of the educational system to support structured school improvement efforts in reading.

Reading First is designed to accelerate the reading achievement of students in kindergarten through 3rd grade in low performing/high poverty schools so that all students are reading at grade level by the end of third grade by improving the comprehensive reading program of schools through quality professional development and the use of instructional strategies, programs, and models that are based on scientific research.

The Teacher Development Academies focused on reading are a series of professional development opportunities that will be offered to teams from public schools during the summer of 2005 and during the 2005-06 school year. Each academy will feature research based content and nationally recognized trainers. The goal of the Academies is to support local school districts and AEAs by offering professional development that is grounded in research and based on the Iowa Professional Development Model. The Academies offered in the area of reading are Concept-Oriented Reading (CORI), Second Chance Reading (SCR), and Question/Answer Relationship (QAR).

Strategic Instruction Model (SIM) promotes effective teaching and learning about the critical core content in schools through two kinds of interventions:

- Content Enhancement Routines help teachers organize and present critical information in such a way that students can identify, organize, comprehend, and recall it.
- The Learning Strategies Curriculum includes skills and strategies students need to learn the content. It encompasses strategies for acquiring information from the printed word, organizing and memorizing information, and expressing information in writing.

Activities and Accomplishments:

Every Child Reads K-12/Statewide Reading Team (SWRT) – This project is currently providing professional development to 106 districts and 213 school buildings (55 Reading First schools). This project has provided professional development to buildings through the members of the SWRT. Members of the SWRT have continued their professional development, receiving over 60 days of training over the past four years.

Reading First – Iowa's Reading First application was approved by the U. S. Department of Education in October 2002. Thirty-one Iowa districts were identified as eligible to apply for Reading First funds. Thirty districts applied and were awarded Reading First funds for three years through a competitive sub-grant process. Fifty-five school buildings are implementing their district's Reading First plans. The buildings have just completed their second year of implementation of research based instructional strategies aimed at accelerating student achievement in reading.

Strategic Instruction Model (SIM) – Teams from each of the state's 12 AEAs are enrolled in the 2005-06 capacity-building training sequence for SIM.

The Department, in collaboration with the AEAs, has made significant progress in the expansion of the Every Child Reads Professional Development materials. The Every Child Reads: Excellence in Teaching and Learning Professional Development Materials provide support for districts in the implementation of a research based comprehensive reading program. These materials include professional development components such as theory, video demonstrations, and a process for schools to study the level of teacher implementation and the effect of instruction on student performance.

A web-based system has been established by the Department for collecting implementation and student performance data from each Reading First school building. The districts have access to these data sources to support the completion and submission of their 2nd Annual Performance Report for Reading First that is due to the Department on June 30, 2005.

Results:

The state's capacity to support improved classroom instruction in reading, kindergarten through 12th grade, has been extended through the ongoing professional development and increasing membership of the SWRT. In 2001-2002 there were 73 members; in 2002-2003 there were 95 members; and in 2003-2004 there were 170 members. The action plan of the DE/AEA Struggling Reader Team extended the work of the 2004-05 SWRT through grade 12 and this increased the membership of SWRT to approximately 250 members.

The 2003-04 report of the effects of Every Child Reads on the achievement of students in the participating Reading First schools was submitted to the USDE Reading First office on November 30, 2004.

The ultimate outcome of Iowa's Reading First plan is to have every child reading at grade level or above by the end of third grade. Iowa's Reading First plan requires funded buildings to make progress on a set of performance benchmarks. Performance benchmarks determine if there is a statistically significant increase in the proportion of students attaining proficiency in an area of reading. After the 2003-04 year of implementation, 98% of the 55 funded buildings met 11 or more of the 15 identified performance benchmarks.

The 4th-12th-grade component of Every Child Reads identified the need to build on the skills and work of ECR and the SWRT in the area of reading. An additional 7 days of professional development, specifically targeting the needs of the secondary struggling reader was delivered during the 2004-05 school year. The current professional development materials have been extended to reflect K-12 teacher needs as well as continuing to align the work of the SWRT and the development of the professional development materials to be inclusive of all students in the educational system.

GOAL 2: MATHEMATICS PROJECTS – EVERY STUDENT COUNTS

Purpose:

The Department's work in mathematics is organized around the Every Student Counts initiative. The initiative's goal is to develop the state's capacity to provide "in time" professional development and technical assistance to schools focusing on improved student achievement in mathematics.

Activities and Accomplishments:

The 2nd year of Phase 2 of the Every Student Counts – the Middle School Project - began in August 2003 and ended this school year. The 14 middle school teams will continue implementation from this point forward with ongoing support and follow-up from their respective AEA math consultants.

Phase 3 of the initiative began November 2004 with the formation of the AEA/DE Mathematics Capacity Building Team which was charged with the development of a plan for building statewide capacity in mathematics, K-12. The Team's plan was accepted by the AEA Joint Directors and is currently being implemented. During the 2004-05 school year, 15 days of professional development were delivered at two regional sites to 12 AEA Math Teams and 7 urban district teams. The professional development sequence is being delivered according to educational level (elementary, middle school, high school) and is anchored to the NCTM content and process standards with a strong emphasis on teaching for understanding using problem-based instructional tasks and distributed practice. The professional development for the teams will continue through next school year with the provision of another 15 days of training,

A 4th phase of the initiative is the Teacher Development Academy which will be provided to school teams this coming school year. This professional development sequence will provided elementary school teams with professional development and ongoing implementation support for Cognitively Guided Instruction. The application process is still underway, but it is anticipated that 14 elementary school teams will participate.

Results:

Phase 2 – Middle School Project. Pretests given September 2003 were re-administered during the 2004-05 school year to students from all participating middle schools. This data along with ITBS data will be organized and analyzed this summer and a report prepared before the end of September 2005.

Phase 3. A report on the 2004-05 professional development sequence will be completed in August 2005.

GOAL 2: TEACHER QUALITY

Purpose:

The Student Achievement and Teacher Quality program was created in 2001. The goals of the program are to enhance student achievement, redesign teacher compensation strategies, and provide professional development opportunities.

Activities and Accomplishments:

Mentoring And Induction Program

Iowa law requires every Iowa school district and AEA to offer a two-year beginning teacher mentoring and induction program for those teachers in their first and second year in the *profession*. Iowa's Areas provided districts with a technical assistance document for the development of local plans. School districts received \$1,300 per beginning teacher for each of two years. Mentors must receive a minimum of \$500 per semester for their service. The cost for the 2005-2006 school year is projected at \$4,205,500.

Iowa Teaching Standards

Iowa law contains eight teaching standards. These standards by law are guiding the retooling of teacher professional development and evaluation. The State Board of Education adopted model criteria for each standard to further define what Iowa recognizes as good teaching. The standards and criteria can be found at:

<http://www.state.ia.us/educate/ecese/tqt/tc/doc/itsmc030122.d>.

Professional Development

Advanced Professional Development Seminar Series is being provided to 85 AEA consultants and administrators. The purpose of the series is to establish and prepare a cadre of professional development leaders to build internal capacity within the AEA system for providing technical assistance to LEAs as they implement their district career development plans. Sessions provided knowledge and skills to ensure that every LEA in the state has access to trained consultant support and to increase the number of individuals who can train others to implement the IPDM and support local district career development plans. The series provided 4 full days of training distributed through the year. Participant satisfaction data ranged from 3.6 to 3.4 with (4 = high). Complete evaluation data will be summarized upon completion of the series in June.

School Leaders: Connecting Improved Instruction and Student Learning Through Professional Development (Winter Institute with Follow-up Sessions for Administrators)

This professional learning series focused on the leadership actions needed to implement professional development to accomplish gains in student achievement. The target audience for this series included superintendents, principals, central office administrators, professional development leadership team members, and area education agency staff. The February Winter Institute was a one-day event repeated across the state 3 times – sponsored by School Administrators of Iowa, the Department of Education, Iowa Association of Supervision and Curriculum. This year 3 additional follow-up sessions are being offered. The content addressed in the follow-up events builds on the February Winter Institute Session and introduces practical tools for providing leadership to direct professional development at the building and central office level. The April session is complete, and additional sessions are scheduled for June and October of 2005.

Results:

In September of 2005 each local district submitted a *District Career Development Plan* as part of their Comprehensive School Improvement Plan During the 2004-05 and 2005-06 school year the Department provided technical assistance to AEAs to help consultants work with their districts on developing their district plans. Last fall, the Iowa Department of Education facilitated a process for studying the District Career Development Plans (DCDP) for the purpose of designing technical assistance. Consultants from each AEA participated in a review of what their local districts have planned for district-level professional development. The data collected in these reviews is currently being used to design technical assistance to be delivered to local districts by the Areas, as well as supports to be provided to the AEAs by the DE. A rubric was developed that explained what elements of a quality professional development plan would look like along with descriptors of plans that would indicate a need for technical assistance to improve the plans. Nineteen elements were considered. These elements and descriptors were based on the Iowa Professional

Development Model, and the Professional Development Standards and Rules. Three hundred eighty-five DCDPs were analyzed. Districts with well developed plans appeared to have analyzed their data, specified a professional development target based on data, and selected content that aligned with their district goals and the PD target and were focused on instructional strategies. These plans included time for learning and structures for collaboration. (The purpose for these data was not to determine compliance, rather to design supports for local districts to implement the plans and if necessary improve the quality of the plans.)

Iowa Content Networks

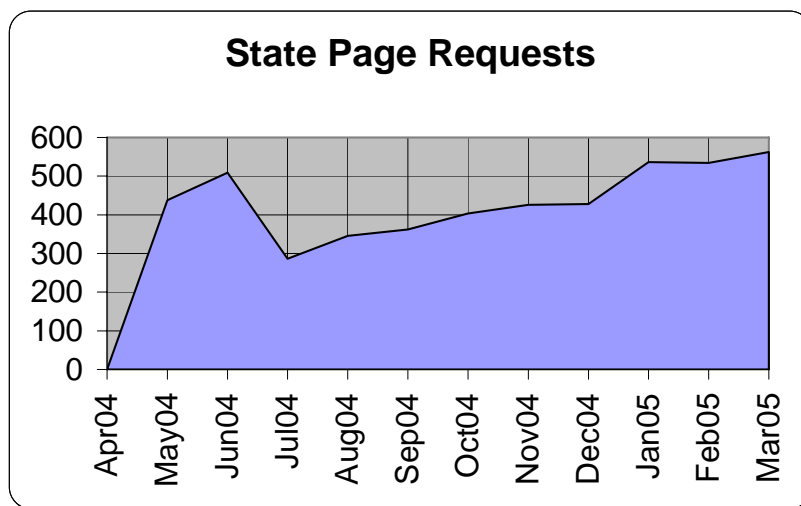
The Iowa Content Network added approximately 100 additional reviews for research studies this year and an additional 100 studies will be added this summer . The format of the Content Network has been revised to be more user friendly, including tables with strategies, subjects and results. The following chart shows the usage of the content network site for specific sections of the site and the graph represents the number of “hits” for the professional development main page. The heaviest use of the content networks was anticipated for the period of time prior to the completion of the District Career Development Plans. To review the Iowa Content Networks see:

<http://www.state.ia.us/educate/ecese/tqt/tc/prodev/main.html>

Public Web Site Usage Statistics

Professional Development Model Training Manual 05/18/05 Mark A. Andrews

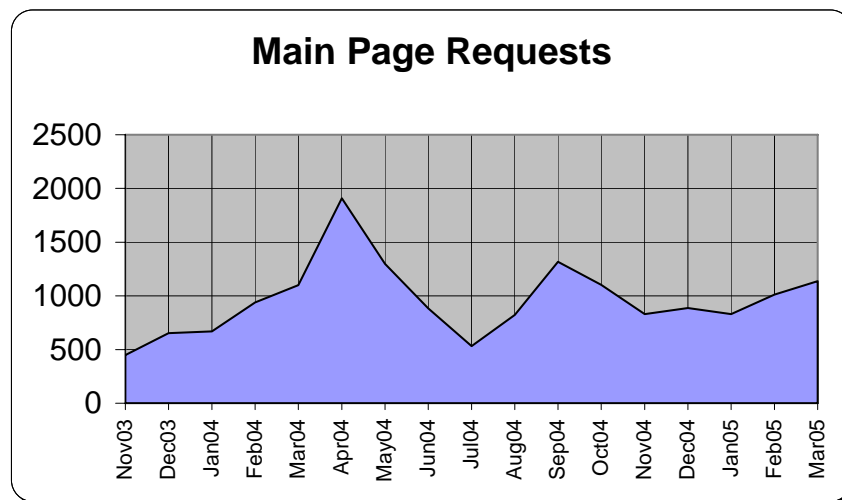
Apr04	0
May04	438
Jun04	509
Jul04	286
Aug04	345
Sep04	362
Oct04	403
Nov04	426
Dec04	428
Jan05	536
Feb05	534
Mar05	562



Public Web Site Usage Statistics

Professional Development Content Network 05/17/05 Mark A. Andrews

Nov03	450
Dec03	652
Jan04	669
Feb04	940
Mar04	1099
Apr04	1908
May04	1299
Jun04	885
Jul04	531
Aug04	822
Sep04	1317
Oct04	1101
Nov04	830
Dec04	886
Jan05	831
Feb05	1013
Mar05	1138



Training Materials:

In the fall of 2005 a set of six case studies was added to the Iowa Professional Development Model Training Web site:

(see http://www.state.ia.us/educate/ecese/tqt/tc/pdmtm/state_casestudies.html).

The case studies feature how schools that have successfully implemented the Iowa Professional Development Model have put procedures in place to facilitate the collection and analysis of data, the collaborative work of teachers, and communication about professional development actions. Each case study school was visited in the spring of the 2004, and again this spring to interview administrators and teachers and observe in classrooms. Additional information will be added to the web site to describe the progress of the case study schools/districts and their ongoing efforts to sustain quality professional development.

Video clips of a national expert and Iowa leaders in professional development presenting information about quality professional development were added to the web site this year. See <http://www.state.ia.us/educate/ecese/tqt/tc/pdmtm/videos.html>. Two DVDs that feature information about professional development were also distributed.

- 1) *Using Assessment Data at the Classroom Level*
- 2) *Iowa Professional Development Model – Overview and Frequently Asked Questions*

GOAL 2: NO CHILD LEFT BEHIND

Purpose:

The purpose of No Child Left Behind is to improve the achievement of all students in reading and mathematics through the provision of safe schools, quality teachers, and accountability.

Activities and Accomplishments:

The first consolidated plan was submitted to the USDE on May 31, 2002. This plan detailed the state's efforts for implementation of all facets of the legislation. Programs included in this plan

are: Title I –Part A, Part B- Evenstart, Part C- Migrant Education, Part D- Neglected & Delinquent, Comprehensive School Reform, Reading First; Title II - Teacher Quality, Ed Technology, Title III - English Language Learners, Title IV - Safe & Drug Free Schools, 21st Century Community Centers, Title V - Innovative Programs, and Title VI - State Assessments, Rural & Low-Income Schools.

The State Board of Education approved safe school rules. Information can be found at <http://www.state.ia.us/educate/ecese/nclb/legis.html>.

Iowa's initial accountability plan details how the state will implement the accountability provisions inherent in NCLB. It includes the annual measurable objectives (AMO) for the adequate yearly progress formula; state processes for including all students, the additional academic indicators for attendance and graduation rates approved by the State Board, implementation of rewards and sanctions, and specific information on testing provisions for all students. Since the initial submission, the plan has been amended twice and resubmitted for approval to the US Department of Education (USDE) on April 1 and September 23, 2004. The amendments requested the use of annual data rather than biennium, keeping the designation of ELL for two years beyond dismissal from an ELL program for AYP purposes, a 1% inclusion rate for IEP students in an alternate assessment, the collapsing of the required grade levels for AYP determinations and other minor modifications to accountability decisions.

A new amendment request was submitted for approval on June 1, 2005, to the U.S. Department of Education (USDE). This amendment was sent in response to new federal guidance for Individualized Education Plan (IEP) students who are assessed using the alternate assessment. Iowa's amendment establishes a modified academic achievement standard, and provides additional time for students with disabilities to reach the expected grade level standards.

This proposed modified academic achievement standard does not change the target percent proficient established for AMOs in Iowa's accountability plan. It supports the belief that all students are able to achieve at higher levels.

If approved by the USDE, Iowa would apply this modified academic achievement standard for AYP decisions in the 2004-2005 school year and beyond, including all identified students with disabilities who are identified by proxy as proficient in all other subgroup categories.

The department and school districts have made adequate Yearly Progress (AYP) determinations for public schools and districts based on reading and mathematics academic achievement. AYP is determined according to a preset trajectory based on Iowa's accountability plan and the goal of reaching 100 percent proficiency by 2013-2014. Proficiency is determined through the results of the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development at grades 4, 8, and 11; next year will include grades 3-8 and 11.

The department is required to provide technical assistance to schools and districts labeled in need of assistance. Through the assistance of the AEAs an Iowa Support System has been created and has been working with identified Title I schools.

Title II (A) required each state to determine the quality of their public school classroom teachers. This determination is made according to a plan submitted by the department to the United States Department of Education. Iowa's plan is based on the rigorous licensure standards in place and the components of the Teacher Quality plan. Teachers in Iowa are determined to be highly qualified by being appropriately licensed, evaluated according to the Iowa Teaching

Standards, and receiving high quality professional development through their individual career development plans.

Results:

All programs in NCLB have been implemented at the local level in accordance with the federal legislative requirements. School districts have completed assurances, submitted budgets, and funds have been distributed. All programs are incorporated into the Comprehensive School Improvement Plan in 2004 but have separate program applications.

The DE has completed analysis of schools for identification for safe schools. No schools met the criteria for persistently dangerous schools and thus the Department of Education has submitted information to the USDE that no schools in Iowa have the label of unsafe. All schools have implemented the victim of violent crime provision.

The USDE announced the approval of Iowa's initial accountability plan on Friday, June 6, 2003. Approval for the April and September 2004 amendments to the accountability plan has been received.

AYP determinations have been made by the state and districts for the 2004-2005 school year, thirteen Title I schools, sixty-six total schools and nine school districts were identified for two or more consecutive years, 13 districts were placed on watch (not making AYP for one year) status and 86 schools were placed on watch status. A new round of decisions begins in June and will be completed by August 15, 2005.

The Iowa Support System for Schools in Need of Assistance has served 13 buildings in 9 districts since their identification in August. Their focus has been on collecting and analyzing data in three areas - Academics, Quality Educators, Building Systems - in order to design and implement an action plan that meets the requirements of No Child Left Behind and results in increasing achievement of their students. In addition, monthly meetings of the 39 team members from the 12 AEAs and the Iowa Department of Education have afforded opportunities to develop the knowledge and skills of AEA representatives in the areas of peer reviews, formative/summative assessments, assessment of impact on professional development, structured classroom walk-throughs, focused conversations, Iowa Professional Development Model, and other statewide initiatives.

Iowa reported that the percent of classes in core academic subjects taught by highly qualified teachers in low-poverty schools during the 2002-2003 school year was 94.9 percent and percent of classes taught by highly qualified teachers in the aggregate is 95 percent.

GOAL 2: DECREASING THE ACHIEVEMENT GAP

Purpose:

The purpose for focusing on achievement gaps is to provide quality assistance to school districts in their efforts to decrease achievement gaps. While Iowa's 2004 Condition of Education Report indicates that the achievement of 4th, 8th, and 11th grade students in reading and mathematics on the ITBS/ITED remains relatively stable, the achievement for African American, Hispanic, and American Indian students, students receiving free/reduced lunch, and

students with IEPs remains significantly lower than their comparison groups in both reading and mathematics across all 3 grade levels.

Decreasing the achievement gaps is a complex issue with many contributing factors. The work of the Department in this area has moved from creating an understanding within the state's educational system and communities of the achievement gaps that exist among the various groups of students to providing school districts and their communities with strategies and tools to address the achievement gaps.

Activities and Accomplishments:

The Department, in cooperation with the AEAs, has undertaken several efforts to support schools in reducing achievement gaps.

Strategic Instruction Model. As part of its federally-funded State Improvement Grant, the Department is providing a professional development sequence on the Strategic Instruction Model of the Institute for Effective Instruction, Center for Research on Learning at the University of Kansas, to AEA and urban district personnel. The 2 components of the model address many of the needs of diverse learners and specifically target upper elementary through high school students who struggle with learning. The "teacher-focused interventions" component focuses on improving how teachers think about, adapt, and present critical subject matter content. Content Enhancement Routines are presented that help teachers carefully organize and present critical information in such a way that students are more effective and efficient in identifying, organizing, comprehending, and recalling the information. The "student-focused interventions" component develops the skills and strategies students need to learn the content. The Learning Strategies Curriculum includes strategies that students use for acquiring information through reading, organizing and remembering information, expressing information in writing, and solving mathematical problems. This 3-year capacity building effort will continue through the 2007-08 school year.

Instructional Decision Making. This effort supports school engagement with and use of data for instructional decisions about groups of students and individual students. While the focus is on providing quality, targeted instruction for students who require support to fully benefit from the core curriculum of the classroom, the foundation is a well-designed, articulated plan of ongoing assessment (screening, diagnostic, formative) in schools. IDM provides schools with a process for early intervention of learning problems and is targeted to support students who are experiencing difficulty in learning as well as students who require advanced or accelerated learning opportunities.

Teacher Development Academies. Two of the Teacher Development Academies being offered to school-based teams next year will help address achievement gaps in reading. Second Chance Reading is specifically designed to accelerate the achievement of students with significant delays in reading development at the middle and high school levels. Concept Oriented Reading Instruction (CORI) is designed for use across content areas and is designed to provide an integrated and more engaging instructional approach to reading using foundational concepts from the various content areas. The focus of CORI is improved reading comprehension while also developing conceptual knowledge.

"Our Kids" Project. This project has multiple components that are intended to improve the achievement of English language learners (ELL). The "leadership" component supports school administrators in developing and supporting school and community-based efforts to address the

needs of ELL. The “instructional” component provides specific support to teachers in the use of evidence-based instructional practice in science and mathematics for ELL.

Learning Supports. This effort focuses on developing community and school structures and supports to address the many barriers that impact student learning. All AEAs are engaged with the Department in this effort and the Department continues to engage other agencies and service providers in developing broad-based support and action to address barriers to learning.

In addition, four school districts (West Liberty, Carroll, Davenport, and Des Moines) were awarded state grants under the Governor’s Reducing the Achievement Gap Program in October 2004. The Department dedicated federal funds to extend this effort and 2 additional districts (Sioux City and Waterloo) received awards. The districts’ plans focused primarily on professional development on classroom-based instructional strategies aimed at decreasing achievement gaps, increasing staff awareness and understanding the impact of culture on teaching and learning, and improved analysis and use of achievement data in making instructional and classroom decisions. Given that the awards weren’t made until October of this past school year and most of the professional development supported by the grants will occur this summer, final reports from the districts aren’t due to the Department until August 30. As a result, the accomplishments and results of the program won’t be available until September 2005.

Results:

While there is an increased awareness and understanding of achievement gaps within the educational community, there continues to be a significant need to assist schools and districts to engage actions that are effective in reducing the gaps. Most of the Department’s efforts in building capacity for professional development and technical assistance that specifically target implementation of evidence-based strategies and support structures at the school and district levels are just completing their first year or are being initiated this coming school year. Data on student effects are being collected and analyzed and a meaningful summary of impact on student achievement will be available next spring.

GOAL 2: LEADERSHIP INITIATIVES

Purpose:

The purpose of these initiatives is to provide adequate support and resources to enhance the skills and knowledge of all Iowa educational leaders.

Activities/Accomplishments:

The Department has continued its working relationship with the School Administrators of Iowa to engage in leadership efforts. The primary funding mechanism for this work is through a grant from the Wallace Foundation.

As part of the Wallace grant, there were three major Breakthrough ideas that guided Iowa’s leadership efforts for improved student achievement. Those three were: (1) To embed the Iowa Standards for School Leaders (ISSL) into every phase of the Leadership Development continuum in order to ensure quality, consistency and performance by school leaders that results in increased student achievement in Iowa; (2) to conduct an intensive study of school governance, broadly defined, to determine systemic barriers that divert attention and effort from

student achievement to more managerial functions, and to disseminate the results statewide in order to positively impact school governance policy and role expectations for leaders from the school board to administrators to teacher leaders; and (3) to study Iowa schools which were on the NCLB Schools in Need of Assistance and Watch Lists which subsequently narrowed the achievement gap and got off the lists to determine what leadership behaviors were most instrumental in allowing the schools to improve. These three themes will continue the work of the Wallace grant for the upcoming school year as well.

Results:

Breakthrough idea 1: The administrator preparation programs were revised to incorporate the Iowa Standards for School Leaders into content and practice. In addition to the administrator preparation programs already approved, applications were received from additional programs. A “national” review panel continues to review these applications and to provide recommendations to the State Board concerning approval of administrator programs.

In addition to work with the administrator preparation programs, conceptual work continued for the Iowa Leadership Academy. While the Academy is still a concept, work focused on building administrator awareness of the idea, gathering input from current administrators on needed Academy components and investigating Academy designs in other states.

Tim Waters of McREL worked with 50 practitioners to crosswalk the current version of the pilot principal evaluation instrument with Balanced Leadership research. Following this meeting, a group of principals involved in piloting the evaluation instrument met to refine and revise the evaluation process.

Breakthrough idea 2: A Request for Proposal was developed to solicit grant applications from local school districts to conduct an intensive study of governance issues in the district. The grant was awarded to a local school district (Clear Creek-Amana in partnership with Mt. Vernon). Technical assistance is being provided to the districts as they move forward on addressing governance barriers that interfere with school leadership.

Breakthrough idea 3: With assistance from McREL, a DE staffer has established criteria to select Schools in Need of Assistance for study. In particular, the schools to be studied have made documented gains in student achievement. The study will focus on the particular leadership strategies the building principal employed to work with staff and students to raise student achievement. These will be “matched” to the research on Balanced Leadership.

GOAL 2: UTILIZING TECHNOLOGY TO IMPROVE INSTRUCTION

Purpose:

As the possibilities for using technology expand, it is necessary to continuously review and revise our statewide policy framework and establish procedures to ensure that technology promotes, rather than interferes with, student learning. Many of Iowa’s current policies related to educational technology were put into place in the late 1980s when the Iowa Communications Network was established.

Activities and Accomplishments:

In order to address the increasing and evolving use of technology as an instructional tool, the Technology Advisory Committee was established to review the policies that are currently in place and make recommendations to the Department and State Board of Education related to the use of technology in the classroom. This committee, composed of representatives from the State Board of Education, the Department of Education, community colleges, AEAs, local school districts and accredited nonpublic schools, parents and associations interested in education, identified guiding principles related to the instructional use of technology, reviewed research related to the use of technology in the classroom, and reviewed current policies that are in place in Iowa. The committee then identified a number of policy issues to be addressed. These issues included the definition of educational technology, the role of the teacher as it relates to technology, whether or not technology may be used as the exclusive means to deliver instruction, and evaluating and reporting on the use of technology. A number of preliminary conclusions were reached by the committee and recommendations discussed. This activity of the Committee represented Phase I of the focus on using technology to improve instruction.

The Committee has undertaken Phase II of its efforts. As an extension of Phase I and in support of the State Board's interest in technology, the Committee is conducting further data and information collection through a study of a random sample of 210 public schools. Data collection has been accomplished through a survey that involved building principals, IT support personnel, and 5 teachers per public school. The data collection has been completed (April-May, 2005) and focused on infrastructure (hardware and software), staff and student access (both school and home), supports for improving instruction through technology and professional development, and evaluation of effects of technology integration on student learning. The survey is available for review at <http://www.state.ia.us/educate/ecese/is/eett/index.html>. The Department and Committee believe that it is prudent to have accurate information about the needs of schools prior to any large investment of new funds into technology and to move past thinking about technology only in terms of infrastructure, hardware, and software. Improved access does not automatically translate into improved learning or improved instruction; schools need support in learning how to maximize the benefit from improved access to technology in the school and classrooms.

Results:

Phase I. A report describing the work of the Committee around policy, and including the Committee's conclusions and recommendations has been forwarded to the State Board.

Phase II. Data collection is complete. Analysis of the data and report preparation will be completed in September 2005.

GOAL 2: FOCUS ON HIGH SCHOOLS/MIDDLE SCHOOLS

Purpose:

The purpose of the Focus on High Schools/Middle Schools initiative is to develop implementation strategies and identify policy that support change in the state's high schools. Goals of the initiative include the following:

- Prepare processes and implement community conversations as recommended by the Iowa Learns Council.

- Analyze other recommendations by the Iowa Learns Council to determine implementation strategies.
- Provide technical assistance and information on high school reform.
- Research the needs of middle schools to determine technical assistance needs.

Activities and Accomplishments:

The Department collaborated with School Administrators of Iowa to host the First Statewide High School Summit on Dec. 14, 2004. The purpose of the Summit was to help teams from secondary schools explore research-based practices and rigorous, relevant, and relationship-based systems. Teams from 225 public and private high schools attended the Summit.

From late February through the end of May, Director Judy Jeffrey and members of the State Board of Education, traveled the state and met with the district superintendent, board president, and principal of nearly every public high school in the state. She engaged in conversation with LEA personnel regarding local graduation requirements, course offerings, student achievement, and challenges in implementing a rigorous, relevant, and relationship-based system. Notes were taken at each of the meetings and will be compiled into statewide “findings.” These findings will be in three areas: (a) barriers that districts face if they are to improve the quality of the high school experience; (b) assistance that districts need if they are to improve; (c) descriptions of “what’s working” in various high schools.

In addition to the High School Review visits with LEA administrators and board members, the Department sought to find out what various local community members thought about the conversation focused on high school reform. The dialogue about rigor, relevance and relationships was extended through the work of the Focus on High Schools/Middle Schools Work Team, which collaborated with Area Education Agencies and school districts to host Community Conversations in the following 12 school districts: Anamosa, Aplington-Parkersburg, Charles City, Clarke, Knoxville, Maquoketa, Postville, Sioux Center, Urbandale, Webster City, West Harrison, and Whiting. Superintendents in these communities were asked to invite 15 to 25 community members who represented a variety of constituencies (parents, community leaders, high school students, high school staff) to engage in a two-hour discussion about issues related to high school reform. Content for the discussions was developed from a review of the following documents:

- *10 Key Practices from High Schools That Work*
- *Redefinition of High School: A Vision for Iowa* from the Iowa Urban Education Network
- *Foundation for Change: Focusing on Iowa High Schools* by the Iowa State Board of Education, October 2002
- *Breaking Ranks II* by the National Association of Secondary School Principals
- Recommendations from the Iowa Learns Council Team 2

The Community Conversations were held between March 7 and April 18. The Team plans to continue to support local dialogues such as the Community Conversations by making tools available through the Department’s web site, identifying potential facilitators, and continuing to gather and analyze the information and data generated through the local dialogues. Learning Point Associates is working with the Focus on High Schools/Middle Schools in developing a paper summarizing the collective findings of the Community Conversations.

The Department continues to support high schools that have received Comprehensive School Reform awards through U.S. Department of Education funding. In addition to CSR grants, there is one charter high school in the state.

Leadership from the Focus on High Schools/Middle Schools Work Team serves on the High School Steering Committee, a group that includes representation of the various stakeholders and constituencies committed to and involved in high school reform. This group is committed to developing statewide support systems for high schools pursuing improvement efforts. Members of this statewide committee represent all levels of education as well as various professional education organizations.

Working with Governor Vilsack's office, the Department submitted a grant application on behalf of the State of Iowa to the National Governors Association for a two-year award to assist in Iowa's high school reform efforts. Notification of the grant awards is scheduled for July 1, 2005.

Results:

Director Jeffrey has requested that the School Administrators of Iowa help coordinate development of a blueprint for action to guide the next steps in working with Iowa high schools in their reform efforts. The blueprint writing "team" will consist of 15 individuals from local districts, AEAs and the Department to synthesize the findings of the High School Review visits as well as the 12 Community Conversations. Blueprint development will occur on June 8-10, 2005.

GOAL 2: HIGH SCHOOL/POSTSECONDARY LINKAGES

Purpose:

The Division of Community Colleges and Workforce Preparation continues to provide technical assistance to both high schools and community colleges regarding the development and implementation of strategies and programs to enhance the transition of high school students to the community college.

Activities and Accomplishments:

In the past, strategies were centered on the development of tech prep programs or variations of this model (i.e., articulated career and technical programs between the high school and community college). During FY05, the division continued its work to enhance the academic core subjects supporting career and technical education. Increasingly, technical assistance is being provided to career academies. All Department of Education-approved secondary vocational programs must include evidence of articulation into a community college program. A survey of community colleges conducted in the certified budget report collected responses to the following: "Describe sharing practices of your college with other governmental and educational entities, which result in increased efficiencies."

The Department of Education has fostered partnerships with Iowa secondary schools, community colleges, and the Regent universities through a pre-engineering curriculum program called Project Lead the Way® (PLTW). PLTW has developed a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high schools, introduces students to the scope, rigor, and discipline of engineering and engineering technology prior to entering college. Thirteen (13) schools will implement PLTW beginning in the fall of 2005. The College of Engineering from both the University of Iowa and Iowa State University will provide the summer training for the teachers once the affiliate agreements have been developed and signed. Another key to success is awareness; PLTW makes a concerted effort to inform school counselors through counselor conferences, brochures, and videotapes

about the benefits of the program, as well as the opportunities that exist for female and minority students interested in technology and related careers.

The Department of Education sponsored a meeting of the community college high school coordinators to discuss issues related to NCLB (No Child Left Behind) accountability.

To advance educational offerings in the bioprocessing targeted industry area and the enrollment of students in these programs, the division convened a group of representatives of secondary science teachers, community college biosciences faculty and administrators, area education agency personnel, Department of Education PK-12 and community college consultants and administrators, Iowa State University biological sciences faculty, and biotech industry employers to discuss the knowledge and skills requirements of employees in this industry and the capacity of Iowa's educational sectors to prepare this future workforce. The meeting was sponsored by the Department of Education and hosted by Indian Hills Community College at the Iowa Bioprocessing Training Center in Eddyville, Iowa. It is hoped that this meeting will serve as the catalyst for the ongoing discussion to identify and provide professional development to our state's science teachers.

Results:

A report was made to the State Board in September 2004 on high school enrollments in community college credit courses. This report indicated that in 2003, 17,833 unduplicated high school students were enrolled in community college courses, an increase of 5.7 percent over 2002. In 2003, approximately 16 percent of the total community college headcount enrollments were high school students. These high school students earned an average of seven credit hours during FY03.

Tech prep programs in Iowa are directly linked to Associate of Applied Science programs at Iowa's community colleges. In 2004, tech prep programs in Iowa provided 18,710 students the opportunity to participate in advanced level coursework in 320 career and technical tech prep programs in all 15 community college areas across Iowa. Tech prep programs combine two years of secondary education and two years of community college education in a course of study that integrates academic, and vocational and technical instruction. Iowa tech prep is implemented in each of the 15 community college regions and may be referred to by the following alternate titles: career academies, league of schools, career edge, career advantage, and hubs.

GOAL 2: STUDENT LEADERSHIP

Purpose:

Career and technical student organizations are intra-curricular organizations providing real life learning and leadership development experiences that complement and expand career and technical education programs.

The Iowa career and technical student organizations are: FFA (Future Farmers of America), DECA (Distributive Education Clubs of America), FCCLA (Family Career and Community Leaders of America), BPA (Business Professionals of America), FBLA (Future Business Leaders of America), PBL (Phi Beta Lambda), PAS (Postsecondary Agriculture Students), Delta Epsilon Chi, HOSA (Health Occupations Students of America), SkillsUSA, and TSA (Technology Student Association).

Activities and Accomplishments:

Twenty thousand nine hundred and ninety-eight (20,998) high school and community college students enrolled in career and technical education programs and participated in student leadership development activities through membership in local chapters of the 13 career and technical student organizations sponsored by the Department of Education. In excess of 13,000 of these students participated in leadership and career development events (including skill competitive events). In excess of 5,000 students participated in regional and national leadership development events such as national leadership conferences conducted by the individual career and technical education associations. Student officers also participated in specialized officer training and leadership events held throughout the year. Student officers also conducted local chapter, regional workshops, and planned and conducted a state leadership conference with advisor assistance. Legislative days were also planned and implemented each year by the student organizations. Department of Education consultants provide leadership as advisors to these organizations.

The Office of the Governor, the State Board of Education, the Iowa Department of Workforce Development, and the Iowa Association for Career and Technical Education (IACTE) sponsored a recognition ceremony for 38 student leaders in career and technical education. The event was held on March 17, 2005, at the State Historical Building in Des Moines, Iowa. Following the awards ceremony and lunch, the students, their parents, and other guests visited with their legislators at the Capitol.

Results:

Recognizing students for outstanding achievement positively impacts students, their families, and those that have made significant contributions to their success. School administrators, teachers, family, and friends joined in the celebration by attending the recognition ceremony. In addition, Senators and Representatives enjoyed hosting the students and addressing the impact of career and technical education in Iowa and the implications for our workforce.

GOAL 2: ELEMENTARY AND SECONDARY FUNDING

Purpose:

Adequate funding for elementary and secondary education is necessary to assure a quality education is available for all students.

Activities and Accomplishments:

The per pupil allowable growth amount was \$174, \$45, \$91 and \$93 for FY02, FY03, FY04, FY05 respectively. In FY06 and FY 07, it will be \$190 and \$197 per pupil. The amount per pupil is derived from the legislatively set allowable growth rates which were and are as follows for FY02 through FY07: 4%, 1%, 2%, 2%, 4% and 4%. State foundation aid (including instructional support) to school districts and area education agencies for FY02 through FY06 was as follows:

	FY 02	FY 03	FY 04	FY 05	FY 06
Initial Amount	\$1,824.9	\$1,806.4	\$1,849.9	\$1,900.5	\$1,482.1
AEA Reduction	-7.5	-7.5	-17.5	-19.3	-19.3
District Across-the-Board Cut	-74.1		-44.0		
AEA Across-the-Board Cut	-3.4		-1.8		
Final Amount	\$1,739.9	\$1,798.9	\$1,786.6	\$1,881.2	\$1,962.8
Percent Change	-1.26%	3.39%	-0.70%	5.3%	4.3%
Dollars in millions					

Categorical aid has also changed for these years - it has been and will be as follows:

	FY 02	FY 03	FY 04	FY 05	FY 06
Educational Excellence	\$80.9	\$66.9	\$55.5	\$55.5	\$55.5
Technology	10.0	0	0	0	0
Early Intervention	30.0	30.0	29.3	29.3	29.3
Teacher Quality	40.0	40.0	43.2	45.3	69.6
Total	\$160.9	\$136.9	\$128.0	130.1	154.4
Dollars in millions					

Beginning with the 2004-2005 school year, the formula for determining budget guarantees changed and the current budget guarantees are being phased out. In FY 06, 178 districts will be on the budget guarantee. Districts' budgets will change more directly with enrollment changes.

Formula Budget Amounts

	FY02	FY03	FY04	FY05	FY06
Districts					
Regular Program	2,242.7	2,243.1	2,275.9	2,311.4	2,395.2
Budget Adjustment	7.7	27.8	27.4	30.8	19.5
Supplementary	22.7	24.5	27.2	29.6	33.5
Weighting					
Special Education	297.1	307.9	320.5	330.8	347.8
Instruction					
Dropout	44.2	51.8	57.0	64.4	75.0
AEAs					
Special Education	111.0	112.3	114.5	116.8	120.9
Support					
Media	19.7	19.7	20.0	20.3	21.0
Ed Services	21.8	21.8	22.1	22.4	23.2
Reduction	-7.5	-7.5	-17.5	-19.3	-19.3
Total					
Allowable Growth	4%	1%	2%	2%	4%
Across the Board Cuts					
Dollars in millions					

Results:

Districts have seen very little growth in their basic budgets over the last four years. Between the 2001-02 school years and the current year, 2004-05, districts' regular program formula driven budgets, including the guarantees, grew just over 4 percent. Thus districts have been averaging just over 1 percent growth per year. Although some districts will see an increase in funding for the next school year (2005-2006), 135 will be on the "phased reduction" of their budget guarantee and thus may experience a decline in their regular program budgets and 43 will have the minimum of 1 percent guarantee.

The low or no budget growth for districts and AEAs has resulted in a continual erosion of growth in educators' salaries and thus an erosion into the state's competitiveness for future educators. Multiple years of low allowable growth rates, combined with decreasing enrollments and prior year's across-the-board cuts have resulted in districts closing buildings, reducing staff through layoffs or attrition, and increasing class sizes.

The average salaries of Iowa teachers are not increasing at the rate of salary increases in other states. The average salary of Iowa teachers ranked 38th in the nation in 2003-2004 compared to a rank of 34th in 2002-2003. Fewer teachers are renewing their teaching license and thus it appears the number of teachers will be further declining next year. The Board of Educational Examiners has noted a significant reduction in applicants for license renewal and first time applicants.

Districts have continued to lack the resources for professional development for staff. Although it appears that districts have attempted to minimize the impact on students, it is becoming more apparent that the reductions eventually do impact students as textbooks are not replaced, districts are not able to add technology, buildings are closed, etc.

GOAL 2: STATEWIDE STUDENT IDENTIFIER / LOCATOR – PROJECT EASIER UPDATE

Purpose:

The Iowa Department of Education embarked on a project several years ago to re-engineer its data collections, changing from paper-based summary reports to electronically collecting the required data via individual student records. The primary reason was our effort to promote efficiency, accuracy and timeliness of the data received from Iowa schools and to reduce the data burden on Iowa schools.

Although the original intent was to reduce data burden, collecting data through individual student records and establishing a unique statewide student identifier for each student has become essential to meet the reporting requirements of the No Child Left Behind legislation. Individual student records provided through Project EASIER (Electronic Access System for Iowa Education Records) enable the Department to aggregate the data needed for state and federal reporting requirements, policy development, and accountability at the local, state and federal levels.

Activities and Accomplishments:

Several significant expansions of Project EASIER occurred in 2004-05. All students in public schools were assigned a unique ten-digit identifier to be used as part of the local and state student information system. All districts submitted their fall basic educational data via an individual student record. The student identifier was also used as part of the ITBS/ITED test reporting by local districts and results will be reported using the identifiers. The unique identifier has also been incorporated into the special education students' database.

All Iowa public school districts are participating in Project EASIER and have successfully submitted data electronically to the Department of Education for all students in grades preschool through twelve grade effective with the start of the 2004-05 school year. Some nonpublic schools have chosen to participate on a voluntary basis and it appears more will be added in the 2005-06 school year.

Department staff conducted a series of regional meetings with districts to assist in understanding the requirements, enabling each district to meet the standards set by the department. Staff conducted workshops to assist districts with the course coding to assure uniform adoption of a statewide/national standard. In addition to the regional workshops, department staff provided extensive telephone support.

In addition to requiring all districts to submit individual student records and having a unique identifier with each record, a significant increase in the number of data elements occurred. The additional elements collected were the result of NCLB, the federal Performance Based Data Management Initiative (PBDMI), and the department's desire to relieve as much paper data burden as possible. A data elements dictionary was created and codes were developed and standardized for each element collected. Department staff worked extensively with software vendors and school district staff to uniformly implement the new data requirements.

Results:

With the start of the 2004-05 school year, the unique student identification/locator system was implemented; additional data was collected electronically to meet required state and federal reports -- NCLB and PBDMI in particular. Data was collected more efficiently and data reporting burden on districts was reduced. The Iowa Department of Education has established a database that can be used to more accurately calculate graduation rates, and report on the status of education in Iowa. Likewise school districts have established or improved their information system enabling them to better make data driven decisions and support continual improvement.

GOAL 2: SCHOOL PROFILES/REPORTING

Purpose:

The No Child Left Behind Act requires each state to provide an annual report card to inform stakeholders about the progress of students and schools on indicators of student achievement and other information that is related to student success.

Activities and Accomplishments:

The department has several major activities to meet the requirements of NCLB: web-based profiles, and two paper reports, The State Report Card for No Child Left Behind, and The

Annual Condition of Education Report. The Annual Condition of Education Report has been published for 15 consecutive years. The State Report Card for No Child Left Behind was released in August 2004, prior to the start of the school year to meet the accountability requirements under the new law. The Department also has a web-based School Profile.

The web-accessible School Profile provides specific information about student achievement in each district and public school. Specifically, the following is provided:

- for grades four, eight, and eleven the percent of students proficient in reading and math in the district and specific school buildings;
- the graduation rate for the district; and
- the average daily attendance rate in the district.

In addition, statistics and graphs are displayed by subgroups as required by NCLB. The subgroups are, race/ethnicity, low socio-economic, English language learner, and special education.

Through the web-based profiles site, multiple districts or multiple schools may be compared. In addition, comparison with districts, with the county, AEA, or state can be made.

Results:

The profiles have enabled parents, teachers, administrators, and all citizens within a community the ability to better understand the “condition” of the education system within their community. The Department intends to expand the profiles web site by adding information on staff, enrollments, and finances.

GOAL 3: COMMUNITY COLLEGE ACCREDITATION

Purpose:

The Division of Community Colleges and Workforce Preparation is working to align the state community college accreditation process with the Higher Learning Commission (HLC) accreditation criteria, process, and timetable (as required by Iowa Code). Additionally, objectives of this activity include the integration of program evaluation and the quality faculty development plans into the accreditation process.

Activities and Accomplishments:

I. Initiatives Related to the HLC

A. New Accreditation Criteria

Effective January 1, 2005, the Higher Learning Commission (HLC), has adopted new statements of mission, vision, values, and strategic priorities for postsecondary educational institutions. Under the new standards, HLC affiliates are required to abide by criteria addressing five aspects of institutional performance:

1. Mission and integrity.
2. Preparing for the future.
3. Student learning and effective teaching.
4. Acquisition, discovery, and application of knowledge.
5. Engagement and service.

Sessions on the new criteria were conducted at HLC's annual meeting held in April 2005. Iowa Code (260C.47) requires that the state accreditation shall be integrated with the HLC process including the evaluation cycle, self-study process, and criteria.

The existing state criteria for accreditation of community colleges are currently being reviewed and revised to preserve the efficiencies of organizing the Iowa criteria under the HLC criteria categories. The work of review and revision is being conducted by a task force that includes division administrator, Dr. Janice Friedel, one representative from each of the state's 15 community colleges, the executive director of the Iowa Association of Community College Trustees Association, a member of the State Board of Education, and several members of the division staff. Bureau chief, Beverly Bunker, chairs the task force.

When revisions in the present comprehensive accreditation are proposed, Department of Education staff will contact HLC staff and community college staff to gain their support and suggestions on revisions. The final revisions are expected to require changes in Iowa's Administrative Rules (Chapter 281-21.10) that will be brought to the State Board for approval.

B. Academic Quality Improvement Project (AQIP)

AQIP, which began in 1999 with funds provided to HLC by the Pew Charitable Trust, is an attempt to infuse the principles and benefits of continuous improvement into the culture of colleges and universities by providing an alternative process through which an already-accredited institution can maintain its accreditation. An assessment is central to the entire AQIP process, which focuses on the following nine quality criteria:

1. Helping students learn.
2. Accomplishing other distinctive objectives.
3. Understanding students' and other stakeholders' needs.
4. Valuing people.
5. Leading and communicating.
6. Supporting institutional operations.
7. Measuring effectiveness.
8. Planning continuous improvement.
9. Building collaborative relationships.

Currently, six Iowa community colleges are involved in the AQIP process. Among other issues, the Community College Accreditation Task Force is working to determine a process that will relate the Iowa accreditation process to the HLC's AQIP accreditation process. The Iowa Administrative Rules may need to be revised to reflect changes in the accreditation process to fit the AQIP process.

II. Initiatives Related to State Accreditation in Iowa

A. Integration of Quality Faculty Development Plans Into Accreditation

Rescinding licensure for community college faculty and subsequent rules for implementing the development of a quality faculty development plan and minimum faculty standards includes components for accreditation. Between July 1, 2003, and June 30, 2006, the department is required by Iowa Code to conduct on-site visits, (at least five a year) to ensure each community college's compliance and progress in implementing a quality faculty development plan. Department staff has conducted 12 on-site visits to date and the department co-sponsored (with the Iowa State Education Association) a conference in November 2004 for community college faculty and administrators to highlight and share what each college is doing with their individual faculty quality plans.

The Iowa Code requirement to infuse the faculty standards into the accreditation process by 2006 (pursuant to Section 260C.48, Subsection 4) will coincide with the timeline for infusing the AQIP standards into the accreditation process.

Results:

During FY05, the Department of Education provided periodic briefings to the Community College Council on the revision of the state community college accreditation process. In addition, during FY05, a recommendation for the revision of the State Board of Education's program evaluation guidelines was brought forward and approved by the State Board (as required by Iowa Code, Chapter 258.47) and Iowa Administrative Rules (Chapter 46.7-4).

Regular updates in the revision process will be provided to the Community College Council; it is anticipated that the work of the Community College State Accreditation Advisory Committee will complete its work by December 2005.

GOAL 3: COMMUNITY COLLEGE AND CAREER AND TECHNICAL EDUCATION PROFESSIONAL DEVELOPMENT

Purpose:

The professional development of community college faculty and career and technical educators continues to be a priority of the Division of Community Colleges and Workforce Preparation. The goal is to design and implement a comprehensive development model. Professional development activities are taking place in the following areas:

1. Community College Faculty Development Programs
2. Business Education
3. Marketing
4. Agriculture
5. Health Occupations
6. Manufacturing and Industrial Technology
7. Construction Trades and Communications
8. Equity and Nontraditional Areas
9. Family and Consumer Sciences
10. Strengthening the Academic Core

These activities are consistent with our objective of engaging both secondary and postsecondary teachers in professional development.

Future activities include an emphasis on engaging faculty in the academic subject areas representing both the secondary and postsecondary sectors, regarding transition and articulation.

Activities and Accomplishments:

This past year, the Division of Community Colleges and Workforce Preparation conducted numerous staff development activities for community college instructors and administrators and secondary school career and technical educators. Highlights of some the activities are as follows:

- The Division of Community Colleges and Workforce Preparation sponsored a Community College Diversity Seminar on May 5-6, 2005, at the Airport Holiday Inn in Des Moines. Teams of 4-6 individuals attended from each of Iowa's 15 community colleges. The purpose of the seminar was to provide a forum where staff from the community colleges could share information, ideas, and resources for creating learning environments that are welcoming and inclusive and where diversity is reflected, respected, and celebrated. The seminar was designed to assist the colleges in meeting Goal #5 of the State Board's strategic plan for community colleges entitled, "Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges," which is *"to recruit, enroll, retain, and successfully meet the learning needs of students in non-traditional careers for their gender and underrepresented racial/ethnic groups and other underrepresented special needs populations."*
- The Division of Community Colleges and Workforce Preparation and Iowa Western Community College co-sponsored a service-learning workshop for community college administrators and faculty. Workshop participants learned about the philosophy of service learning, its applicability in the community college setting, and practical matters of curriculum development and course delivery.
- Co-sponsorship of the Regents Academy for Mathematics and Sciences (RAMS) Conference, as an outreach to K-12, community college, and four-year college teachers and faculty members in math and sciences. The division became a primary sponsor of the activities of RAMS because of its established relationship across all sectors of private and public education in Iowa. Approximately 150 teachers attended the conference. The Department of Education has funded mini-grants to teachers to enhance the academic core supporting career and technical education, and linking math and science education between the K-12 and postsecondary sectors.
- Summer staff development sessions were conducted for over 200 business and information technology instructors--Excel, Access, Entrepreneurship, PC Troubleshooting, Soft Skills, Office 2003, Web Page Design, and Digital Photography.

- The Iowa Business Education Association (IBEA) provided approximately 250 business instructors with technical updates in the following areas: new teacher mentoring; financial literacy for the 17 area representatives (train the trainer); accounting; Iowa teaching standards; soft skills; Microsoft Office; business etiquette; voice recognition; student organizations; online courses; entrepreneurship; digital communication; leadership; and legislation.
- A joint advisory conference (Business Professionals of America, Future Business Leaders of America, and Phi Beta Lambda) for approximately 50 business career and technical student advisors in the following areas: quality chapters, classroom changes, workplace skills assessments, leadership development for chapters, and motivation.
- The summer Iowa Family and Consumer Sciences Educators for Progress (IAFCSEP) conference provided over 200 secondary Family and Consumer Sciences (FCS) teachers and community college FCS coordinators professional development and updates in the following areas: integration of math, reading, and science in the FCS curriculum; Carl Perkins reporting; entrepreneurship; financial literacy; wellness topics; implementing Family, Career, and Community Leaders of America (FCCLA), the student organization representing FCS, into the curriculum; service learning; building FCS programs that reflect strong employability skill development and business and industry connections; articulation of programs; culinary skill development; and running a classroom restaurant.
- Summer professional development workshop opportunities were offered for Family and Consumer Sciences (FCS) instructors across Iowa. The three topics featured were: differentiated instruction in the FCS classroom; entrepreneurship in the FCS classroom; and culinary basics. This professional development activity was in partnership with Grand View College.
- A statewide mentoring system was created for new Family, Career, and Community Leaders of America (FCCLA) advisors. The mentoring system partnered veteran advisers and new advisers through teleconferencing sessions, face-to-face sessions at the state conference, and the e-mail delivery system.
- Professional development for Family and Consumer Sciences (FCS) instructors through regional area education agency meetings were held statewide. Topics discussed were: building strong programs that reflect employability skill development and foster career awareness; the economic impact of FCS programs in Iowa; entrepreneurship; implementing Family, Career and Community Leaders of America (FCCLA) into their curriculum; reinforcing math, reading, and science in their FCS programs; differentiated instruction in their FCS classrooms; and reporting data for Carl Perkins.
- A professional development system was implemented for Industrial Technology Education. The system is web-based, builds upon existing professional development offered by schools, colleges, area education agencies, appropriate industry training opportunities, and provides an e-mail communication link.

- A new instructor professional development program and virtual mentoring program was implemented for agriculture educators. This initiative developed a system for identifying the unique needs of new instructors.
- Two hundred (200) administrators, counselors, and teachers attended one of seven regional sessions and one statewide conference on a pre-engineering program called “Project Lead the Way (PLTW).” These sessions provided information on a pre-engineering curriculum designed to integrate a four-year sequence of courses which, when combined with college preparatory mathematics and science courses in high schools, introduces students to the scope, rigor, and discipline of engineering and engineering technology prior to entering college.
- Professional development sessions through the Iowa Industrial Technology Education Association were conducted for over 150 industrial technology education instructors in the areas of construction trades, automotive technology, manufacturing, “Project Lead the Way,” and lab safety.
- Professional development was offered to industrial technology instructors at the community college level on employability skills. This training provided strategies for implementation of employability skills activities into the existing curriculum.

Results:

Evaluations are conducted of all Department of Education-sponsored professional development activities. Evaluations indicate that these professional development activities provide valuable opportunities for teachers to network with each other and to learn from one another resulting in updated curriculum in programs so that students have opportunities to learn the latest technology, knowledge, and skills.

Professional development activities that provide technology teachers with the same certifications, which are awarded to their students upon completion of programs, are especially valuable. The department will continue to assess the effectiveness of the web-based design for professional development implemented for industrial technology educators. The system provides all industrial technology teachers in Iowa with access to information about the content and locations of professional development opportunities at the state. Instructors are also provided access to their peers through a list-serve.

We have learned that this web-based system is dependent upon both a “supply” of professional development offerings and “demand” of people who wish to take advantage of the offerings. Work must still be done to ensure that the providers of the training post the opportunities and that the teachers, curriculum coordinators, and administrators see this site as comprehensive.

The virtual mentoring program for agricultural educators provides a means for experienced educators to respond to questions hosted by new instructors. As needed, we will secure experienced instructors to help specific individuals who are in need of assistance.

GOAL 3: COMMUNITY COLLEGE FACULTY DEVELOPMENT PLANS

Purpose:

House File 2394 eliminated the licensure of community college faculty by the Iowa Board of Educational Examiners, and required each community college to develop a quality faculty development plan and to adhere to minimum faculty standards. The Department of Education sponsored a statewide workshop for community college personnel regarding quality faculty development plans in FY04 and FY05. These meetings were well received, and the colleges have requested that the department continue to provide leadership and professional development on this topic. The professional development workshops were co-sponsored with the Iowa State Education Association (ISEA), and the department will continue to build on this relationship in the provision of professional development for community college faculty and staff.

Activities and Accomplishments:

The Iowa Code requires that the department conduct at least five on-site visits per year to ensure that each community college is in compliance in implementing a quality faculty development plan. The Iowa Code requires that the department conduct site visits at all 15 of Iowa's community colleges by June 30, 2006. To date, the department has conducted site visits at 12 of Iowa's community colleges.

Results:

A report was presented to the State Board in the fall of 2004 summarizing the findings of the eight on-site visits that had been conducted at that point. The department co-sponsored a conference in November 2004 for community college faculty and administrators to highlight and share what each college is doing with their individual quality faculty development plans.

GOAL 3: COMMUNITY COLLEGE FUNDING FORMULA

Purpose:

A distribution plan for state general financial aid to Iowa's community colleges was established for the fiscal year commencing July 1, 1999, and succeeding fiscal years. Funds are appropriated by the General Assembly to the Department of Education and then allocated to the community colleges based on the funding formula as defined in the Iowa Administrative Code Chapter 281.21.45(1-8).

Activities and Accomplishments:

During FY05, the Division of Community Colleges and Workforce Preparation developed and issued fiscal reports, which highlighted the shifting of the primary community college revenue source from state general aid to student tuition and fees. These reports included the FY04 Condition of Community College Report and a brochure specific to FY04 community college funding.

In May 2005, the certified budget report, which was approved by the State Board of Education, highlighted cooperative arrangements and agreements of the community colleges to enhance their efficiency of operations and to reduce costs. Dr. Tim Wynes, president of the Iowa Valley Community College District, and Dr. Gene Gardner, executive director of the Iowa Association

of Community College Trustees, supplemented the written report with their comments regarding funding challenges facing community colleges.

Dr. Dan Kinney, president of Iowa Western Community College, chaired a committee of four community college presidents, whose purpose was to study the community college state general aid distribution formula and to make recommendations for a formula that would result in greater equity. This committee developed a recommendation that was considered by the full membership of the Iowa Association of Community College Presidents (IACCP).

Results:

At a meeting of the IACCP, the community college presidents came to an agreement regarding changes in the community college state general aid distribution formula. The changes were approved by the IACCP and the IACCT. Chair, Dr. Dan Kinney, presented the proposed changes to the Department of Education for consideration; the department reviewed the proposal and subsequently provided technical assistance and guidance to the community college Iowa legislative liaisons in the development of House File 816. House File 816 requires implementation of the new community college state general aid distribution formula for the fiscal year commencing July 1, 2005.

GOAL 3: COMMUNITY COLLEGE MANAGEMENT INFORMATION SYSTEM (MIS)

Purpose:

The community college Management Information System (MIS) was developed to provide timely and accurate information regarding the statewide system of community colleges. The system enables the Department of Education to respond to immediate informational and/or data needs of various constituents. In addition, the data helps identify the impact of the community college programs and services on local communities and their role in the development of a high-skilled, high-income workforce for Iowa's changing economy.

Activities and Accomplishments:

Working in cooperation with the 15 community colleges, the Department of Education continues to engage in continuous process improvement of the MIS.

During FY05, the major initiative to improve the MIS was the implementation of the revised adult and continuing education reporting processes and data elements approved the previous year, and the conversion to the 2000 CIP (Classification of Instructional Programs) numbers to disaggregate enrollments by programs linked to occupational codes. The FY05 Year-End Reporting Manual and the Financial Accounting Manual were updated.

During FY05, the department issued the following community college reports utilizing the MIS:

1. Fall 2004 Credit Enrollment Report
2. FY05 Tuition and Fees Report
3. Condition of Community College Report
4. High School Enrollments in Community College Credit Programs, December 2004

Results:

In May 2005, division staff cooperated with the Iowa Department of Economic Development (IDED) staff in the design of a system to match IDED's House File 260E, F, and G data elements to the community college MIS system, and then to Iowa's customer tracking system (Iowa Workforce Development's [IWD] unemployment insurance records) for state economic development accountability purposes.

In FY06, the Division of Community Colleges and Workforce Preparation will convene a MIS State Advisory Committee to assist in the identification and resolution of reporting issues. A subcommittee of the Community College Business and Personnel Officers will assist the division in the refinement of the human resources component of the community college MIS. The division will continue to provide input to the National Student Data Clearinghouse (NSDC) to expedite use of this database to track community college students into transfer institutions to determine the continuation of their education beyond Iowa's community colleges.

GOAL 3: COMMUNITY COLLEGE STATEWIDE PERFORMANCE INDICATORS

Purpose:

One of the initiatives in "Shaping the Future: A Five-Year Strategic Plan for Iowa's Community Colleges" is the development of an agreed-upon set of Community College Statewide Performance Indicators for Iowa's system of community colleges.

In August 2002, the department presented a draft set of Community College Statewide Performance Indicators to the State Board for its review and input. A timeline for further development was approved. The department was able to meet the timeline.

Activities and Accomplishments:

An initial set of Community College Statewide Indicators was presented and approved by the State Board of Education in FY04. The department was charged to continue to work with the community colleges in exploring indicators related to student success (i.e., transfer, job placement, and retention) and economic development. The department is in its second year of a contract with the National Student Data Clearinghouse (NSDC), which enables both the department and all 15 community colleges to have access to the national database. Department staff has provided suggestions to the NSDC to expedite the tracking of a student cohort through multiple subsequent terms. Enhancements scheduled to be made by the NSDC should increase the usefulness of this resource in the performance indicators. The department is a part of the state's customer tracking system that enables a data match between the MIS student identifier and the Iowa Workforce Development (IWD) unemployment insurance records.

The Statewide Community College Performance Indicators Task Force met twice during FY05, using each meeting as an opportunity to provide professional development to community college administrators, institutional research, and reporting officers and faculty. In September 2004, Dr. Kay McClenney, director of the Community College Survey of Student Engagement and an adjunct faculty member in the Community College Leadership Program (CCLP) at The University of Texas at Austin, presented a "National Perspective on Community College Performance Indicators and Accountability Systems"; in April 2005, Dr. Clifford Adelman, senior research specialist at the United States Department of Education, spoke about the

leading student characteristics contributing to student success. Both meetings were attended by approximately 100 individuals. The Iowa Valley Community College District hosted the events at its Grinnell Center.

Results:

The Statewide Community College Performance Indicators Task Force Report will be provided in the FY05 Condition of Community College report to be issued in December 2005.

GOAL 3: COMMUNITY COLLEGE STRATEGIC PLAN

Purpose:

During the 2000 session of the General Assembly, House File 2433 was signed into law mandating that the Community College Council prepare a written five-year statewide strategic plan for Iowa's system of community colleges in consultation with a working group of stakeholders. Implementation of the plan began on July 1, 2001. Updates were submitted to the State Board of Education in January 2002 and in August 2002.

In January 2003, the State Board of Education adopted a revision to the community college strategic plan which included a fifth goal and initiatives to address issues of gender balance and ethnic group participation and success in community college programs. The second annual progress report was issued in August 2003.

The Division of Community Colleges and Workforce Preparation issued a Request for Proposals (RFPs) to the community colleges for both planning and implementation grants for activities to enhance college goals and initiatives related to the fifth goal of the statewide plan. A status report on these activities was provided in the third annual progress report submitted to the State Board in August 2004.

Activities and Accomplishments:

The Department of Education continues to provide a resource center related to Goal #5 through its Perkins leadership funds at Indian Hills Community College. In May 2004, teams from all 15 community colleges participated in a two-day Diversity Conference designed for presentations by national speakers and the sharing of "best community college practices." A panel representative of three community colleges (Des Moines Area Community College, Indian Hills Community College, and Hawkeye Community College) presented to the State Board in May 2005 regarding their initiatives to advance Goal #5 of the statewide community college strategic plan.

Results:

The fourth annual progress report will be published and presented to the State Board this August (2005). Additionally, the community colleges are charged in House File 2433 to prepare a written five-year statewide strategic plan every five years, beginning in July 2001; Jim Billings, chair of the Community College Council, will chair the working group of stakeholders specified in House File 2433 to prepare the new plan, which will become effective July 1, 2006. At Chair Billings' request, the community colleges have been requested to review the current goals and initiatives and to provide any recommendations for changes and revisions to the division in preparation for the work of the stakeholders group. The revision process is expected to be completed by December 2005.